

DRAFT REPORT

**TRAINING PUBLIC ADMINISTRATORS IN THE
CZECH REPUBLIC**

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by

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ABSTRACT

This report provides a brief history of Czech public administration and an overview of current organizations tackling the growing training need in the Czech Republic. Specifically, it addresses the questions, “Who is training public administrators?”, “What courses are offered?”, and “What are the volume and population served by identified organizations?” Section 4 presents the needs of persons and institutions training public officials and students. The report concludes by evaluating opportunities for assistance with specific institutions.

EXECUTIVE SUMMARY

The velvet revolution of 1989 brought dramatic political change to the Czech Republic. In the preceding 40 years, decisionmaking was centralized in the controlling state government. With the fall of communism, public sentiment and government action restored an emphasis on the traditional importance of local municipalities. Currently, over 6,000 local authorities exist in the Czech Republic—all vested with powers of self-government including the right to elect a council and exercise independent control over local budgets.¹ This vast change affecting political alignment, public management, and the number of independent authorities suggests a significant shift in the practice and theory of public administration.

This rapid and momentous change also begs the question, “How are public administrators trained to meet the new challenges of the public sector?” With the sheer volume of municipalities, it follows that there is a significant jump in the number of persons charged with public administration of some kind. These officials must adjust to a dynamic political, social, and economic environment amid significant societal pressure. How are they being prepared to serve in their new capacities and are they trained to deal with future challenges?

Moreover, how are students, the future public administrators, being prepared to guide the Czech public sector? The University of Economics in Prague and the Institute of Regional and Public Administration Science estimates 60,000 persons will be involved in public administration in the next 20 years with a need for 18,000 trained graduates of public administration programs. What are the implications of this boom for academic and training institutions?

This report provides a brief history of Czech public administration and an overview of current organizations tackling the growing training need in the Czech Republic. Specifically, it addresses the questions, “Who is training public administrators?”, “What courses are offered?”, and “What are the volume and population served by identified organizations?” Section 4 presents the needs of persons and institutions training public officials and students. The report concludes by evaluating opportunities for assistance with specific institutions.

For a complete description of the current state of small municipalities in the Czech Republic, see *Support Strategies for Small Municipalities in the Czech Republic*, Conway and Boxall, Urban Institute, 1994.

Draft Report

Training Public Administrators in the Czech Republic

1 HISTORICAL DEVELOPMENT OF CZECH PUBLIC ADMINISTRATION

In the century preceding the reign of communism, Czech public service was defined by the “Pragmatica.” This structure defined public job categories and functions, as well as detailed privileges and promotions afforded public administrators. People holding public positions were seen as privileged persons with the jobs themselves holding inherent prestige. Not only did such positions have the benefits of power, but they afforded employees a stable income and generous benefits.

After 1948, this system disappeared and in 1965, the Uniform Labor Code was enacted, making clear the ideology of the state toward employment. As its name suggests, the Uniform Labor Code described all positions as equal in stature and afforded no special privileges to specific classes of workers. Public administrators, factory workers, lawyers, bakers—all were equally valuable to the state. This mode of operation was informally practiced with the adoption of communism but the Uniform Labor Code formally codified job status. The Code also detailed specific rights of workers and was very protective of employees. The Code is still in place, but proposed legislation is pending to codify public jobs separately.

Since the fall of communism and the creation of a new constitution in the Czech Republic, public administration has undergone significant changes. Privatization is the current popular theme with Czechs cashing in on the private market bonanza. This emphasis on the private sphere has ramifications on the future of the public sector and the quality of public administrators the sector is able to lure. Directors of public administration programs at the university level seem unanimous in accepting that at least half of their students will not take their public administration degrees to the public sector. Moreover, they are concerned that students who choose to take public sector jobs are those that can not get ones in the private sector.

In the centrally planned system, public administrators were viewed as the “enemy,” in prior years, public administrators were viewed as the elite. Unfortunately, the revolution did not revolutionize either view. Much as in the U.S., there is a widespread public sentiment of distrust toward public officials. Currently, the relative silence of Czech law in addressing the duties of public administrators does not quiet these fears. Currently, public administrators are legally able to do things not in a municipality's best interest such as making arrangements regardless of a conflict of interest. For example,

only recently was legislation passed introducing competitive tendering. Although many public officials do not betray the public trust, most are viewed with the same mistrust.

This sentiment is fed by a weak concept of public service as a meaningful vocation. A public service ethos combines community service with vocation and denotes public administrators as public *servants*. Although public administrators are not volunteers, a public service ethic has components similar to volunteerism—performing a service for the benefit of someone else. Professors at the Prague School of Economics do not feel students have a sense of truly serving the public or that they understand that the public administration “business” is to promote the needs and concerns of society. Students of public administration do not necessarily feel called to the sector in order to benefit the life of the public at large. High quality individuals may feel compelled to become public administrators because of a desire to serve the public. Without such motivation, the impetus and quality of the public workforce may not be as strong as it could be.

Moreover, administrators of training programs for current public administrators note a significant need for courses to focus on how administrators relate to the public. The implication is that current administrators do not know how to properly treat those they serve. The lack of a public service ethic deflates the sense of mission for public administrators. Combined with public distrust and low wage potential, motivation for highly skilled professionals to join public service is weak.

Recognizing the need to encourage a qualified public administration sector, new legislation is currently under consideration which attempts to create a more professional civil service. Highlights of this legislation include:

- definition of duties and rights of public employees to improve prestige of state service;
- increase in the level of quality for potential officials by setting up “degrees of functions” to promote people based on fulfillment of requirements (merit based system);
- clarification of responsibilities of local and state administration.

Addressing both the concern that public jobs lack prestige and public administrators lack an honor code, the legislation describes both the rights and duties of public employees. Moreover, to further professionalize public service and deal with concerns over nepotism and favoritism, legislators are seeking a civil service based on personal merit and achievement.

Additional elements that must be addressed in any discussion of public administration in the Czech Republic, are the concepts of *samosprava* and *statnisprava*. Public administrators charged with protecting and managing local affairs as residents of

their immediate community are characterized by the concept of *samosprava*. Responsibilities of the state at the local level are best summarized by *statnisprava*. These two functions may be performed by the same individual or office and may cause confusion or conflict for administrators. Legislation is in process which tries to clearly define the roles of each type of administration.

2 TRAINING OF CURRENT PUBLIC ADMINISTRATORS

Modes of Public Administration training in the Czech Republic can be defined by the type of trainee: current practitioners versus full-time students. Very different institutional training options are available for those working in the public sector versus those outside the sector. Persons currently working in the public sphere are characterized by a need for practical, hands-on knowledge and for securing required specialization certificates. Because they are in the daily business of implementing public administration, the organizations chiefly responsible for their training are highly specialized and technical.

Three major avenues for training current public administrators are discussed in this report. These methods were most consistently mentioned by interviewees as having a significant role in training public administrators. These three main players are:

- (1) Institute for Local Administration—central facility at Benesov (which emphasizes granting state officials certifications in technical areas but works with local governments as well).
- (2) Foundation for Assistance to Local Administration (which conducts demand driven seminars in 12 regional centers for local politicians and state civil servants).
- (3) Private organizations (which focus on specific technical needs, i.e., computer training, language instruction).

Except for the private, for-profit organizations noted above, these organizations offer training principally to current public administrators. The volume of trainees served by these institutions is presented in Figure 1. Current administrators may also enroll as students at universities. The university role in training public administrators is discussed further in Section 3, *Education of Future Leaders*.

Figure 0

<u>Institution</u>	<u>Type of Students</u>	<u>No. of 1994 Participants</u>
Institute for Local Administration (Beneshov)	New Public Employees	200-300
	Certification	1,600-1,800
	Mayors & Deputies	400
Foundation for Assistance to Local Administration	Public Administrators	14,000

Institute for Local Administration—Beneshov

The Local Administration Act, an act of Parliament, empowered the Ministry of Interior to set standards regarding the qualifications of civil servants. The Institute for Local Administration (ILA), operating primarily from its educational facility at Beneshov, was designated by the Ministry as the appropriate organization to carry out the training mission, since it was a fully formed and experienced state-owned training facility.

State civil servants are subject to Ministry of Interior regulations that require them to pass standard exams and be certified in their specific field. The Institute for Local Administration prepares public employees and administers the exams to those employees at their facility in Beneshov. These activities are primarily geared toward state administrators (*statnisprava*).

Beneshov has four types of courses:

- *New workers*: one week basic courses (200-300 persons per year).
- *Certification*: per 1992 law (administered by the Ministry of the Interior) to prepare workers for certification exams. Two to three week specialization seminars (70 percent of Beneshov activity, 1600-1800 persons per year).
- *Certification Update*: offered when new legislation is adopted that must be explained and acted on by government officials (as needed).
- *Mayors and Deputy Mayors*: special courses normally 1 week long on a specialized theme such as computers or foreign languages (200 mayors, 200 deputy mayors per year).

Beneshov is operating at capacity and must turn away applicants. Other organizations remarked on the waiting period to receive training at Beneshov. As the official grantor of needed certifications, Beneshov has a steady stream of students they must serve.

Opportunities for additional instruction must be accompanied by increased capacity. In October 1994, they had 3,000 reservations for 1995 programs.

Benesov's high volume offers potential assistance efforts a guaranteed audience but it raises questions about Benesov's ability to capably add new courses within their current capacity. This concern is exacerbated by Benesov's responsibility to respond to new initiatives, legislation, and certifications needed by government personnel. If new courses are scheduled to be developed, the types mentioned above have top priority.

To deal with physical and geographic limitations Benesov is developing "destination" courses to be taught in localities rather than at the Benesov facility. However, they are finding it difficult to locate teachers who are willing to travel to other sites. Of the 200 persons currently teaching at the Benesov Institute, 98 percent of them are from Prague. Instructors are usually from government ministries or the university community. Most are not specifically trained in public administration (since university public administration programs did not exist in the Czech Republic before 1990) but work in the fields they teach at ILA.

Courses are designed for the specific and technical jobs of state workers (*statnisprava*).² Benesov offers 23 types of certifications for positions in a variety of offices, including the license authority, land register, and building administration. The courses can be quite specialized; for example, there are seven different certifications dealing with the environment. Class size and the volume of material force courses to be taught in a classical lecture style although current administrators would like courses to be more interactive with 30-35 persons per class. All students at Benesov are currently working in government and must complete specific courses as requisites for their jobs.

The *statnisprava* focus of the Institute has implications for potential technical assistance. If the desired audience of such assistance is officials and administrators of municipalities, Benesov may not be the best institution to reach this group. Although they offer courses for mayors and deputy mayors, only 16 percent of their participants are in classes targeted for such local officials.

Past courses for mayors and deputies have included specialized training in how to communicate as a collective body, especially if all participants are not part of a homogeneous group. Mayors have also received limited training in budgeting.

The Institute has received significant foreign assistance both financially and in the form of long- and short-term guest lecturers. Not only have U.S. experts taught at

A detailed listing of course offerings is attached as Appendix A.

Benesov, but other countries have also offered assistance. As the “recognized” purveyor of public administration skills, the Institute is often the stopping point for foreign aid. Consequently, the staff are adept at soliciting and acquiring assistance.

.2Foundation for Assistance to Local Administration

The Foundation for Assistance to Local Administration (FALA) is a private foundation established in cooperation with the Union of Towns and Municipalities of the Czech Republic, the committee of the Czech National Council for Land Management and National Communities, the Civil Administration Section of the Ministry of Interior, the Institute for Democracy and a Unified Europe, and the Institute of the Capital City of Prague.³ These institutions have little interaction with the Institute at Benesov.

Assisted by the EC PHARE program, the Foundation developed educational opportunities targeted to mayors, general secretaries, members of municipal boards, and officials of towns and municipalities (*samosprava*). Local officials continue to be their main clientele.

In spring 1995 the Foundation was in a precarious financial situation. Although funded by EC PHARE, the Foundation was receiving substantial funding from the Czech government. In 1994, a 1991 law against funding private organizations with public monies was interpreted to include money to the Foundation. Although Foundation directors hope legislation will be passed in summer 1995 reinstituting the funds, the Foundation's financial situation is unstable.

Twelve regional training centers provide public administrators with needed information and skills. These centers are located in Brno, Ceske Budejovice, Cheb, Jihlava, Liberec, Most, Olomouc, Ostrava, Pardubice, Plzen, Prague, and Zlin. Instructors are most often current public employees.

Educational activities are divided into 4 core topics and 15 specialist topics.⁴ These are:

Core topics

Conduct in Local Government

Service Delivery

The Development Challenge

See report from Urban Research on *Training Facilities in the Czech Republic*, October 9, 1992.

Descriptions of Core and Specialist Topic training are attached in Appendix B. Although this information was prepared in 1993, FALA staff confirmed its relevance in October 1994.

Role and Structure of Local Government

Specialized Topics

Housing Policy

Planning

Transportation

Local Economic Development

Land and Water Management

Environmental Policy

Role of Municipalities in Health Care

Social Care

Education and Youth Care

Recreation and Cultural Policy

Local Government Finance and Budgeting

Police

Information Systems Management

Management

Teaching Techniques

Seminars provided by the Foundation are demand driven. The organization surveys mayors and public administrators for their training needs. Demand remains high for specialized seminars and direct assistance in solving concrete problems.

Through October of 1994, the Foundation was hosting an average of 50 seminars per month with approximately 20 persons per event. However, in September 1994, they trained over 2,000 persons. Staff defined this group as almost all civil servants (not mayors) focused on *samosprava*.

In spring 1995, the facility at Olomouc is departing from the traditional focus on short-term seminars and creating a semester-long course entitled "Municipality Review." This course is designed to meet the perceived need for more in-depth, cohesive training for public administrators, especially those working in municipal development. Intended for junior and senior level municipal administrators, the course is also open to personnel from financial institutions working with the public sector.

The course is divided into eight units taught in two or three day sessions over one semester. It highlights the theories and skills needed to successfully drive municipal development. The eight units are:

- (1) Legal Position of Municipalities;
- (2) Information Systems (statistics, demography, and data collection and processing);

- (3) Methods of Strategic Decisionmaking;
- (4) Principals of Municipal Management (budgeting, financial management, capital operations, and reporting);
- (5) Organizations of Public Benefit (the profit and nonprofit spheres, innovation, marketing, and enterprise);
- (6) Control and Management (organizational theory);
- (7) Regional Planning (master planning, ecology, and logistics);
- (8) Public Relations (media, educational programs, and image).

The course at Olomouc is a pilot program. Although created after a need was seen by instructors and expressed by students, it is not certain what the reaction to this course will be. The Foundation has high hopes it will meet the needs of public administrators and be extended beyond Olomouc. The course content was prepared with the assistance of advisors from the Ministry of Economy, Ministry of Industry and Trade, and Ministry of Finance.

.3Private Organizations¹

These organizations are much harder to list and describe categorically. They are private, for-profit businesses offering training to individuals. Potential clients are from both the public and private sectors. These organizations offer training in specific areas such as computers or foreign languages. They are not part of a comprehensive training effort, but are avenues for individuals to increase their skills.

Although focused primarily on traditional students, universities are making overtures to persons in public administration. These activities are discussed in the upcoming section describing university activities, *Education of Future Leaders*.

The Urban Institute identified over 60 private firms offering assistance to municipalities and public administrators. Although varied in both field area, the presence of these groups suggests a depth of public administration training resources outside the traditional forums discussed in

3EDUCATION OF FUTURE LEADERS

Coordination between the training institutes for current public administrators and university programs is very limited. Universities know little about the activities of Benesov or the Foundation for Assistance to Local Administration and vice versa. Moreover, education of students is governed by the Ministry of Education and training of civil servants is governed by the Ministry of Interior.

Both local and state public administrators are able to enroll in university programs. University officials assert that their programs offer these public administrators theoretical grounding for their technical skills. Moreover, several universities are developing courses specifically for current public administrators.

However, the focus of most university programs is on traditional students. Ironically, professors relayed traditional students's concern that university courses were too theoretical, not preparing them for professional life or giving them the skills needed to work in the public sector. This debate is also common to public administration programs in the United States.

Although public administration is a relatively new field in the Czech Republic, several universities have established public administration degree programs at either the undergraduate and/or graduate level. These include the University of Economics and Charles University in Prague, the University of Pardubice, Masaryk University at Brno, and the University at Ostrava.

The instigation of a “bachelor's” or three year degree is a relatively new phenomenon in the Czech republic. The traditional university degree is five years. Regional universities such as Pardubice have been accredited to offer a three year program but are waiting for “graduate school” status to offer a five year degree. Some professors feel the three year degree will result in “half made people” and that the sector does not know how to treat this educational anomaly. Others see a two or three year degree as sufficient training for many jobs in the public sector such as technical specialists and clerks.

A movement is currently underway to create a “new school” to address the concern that traditional university programs are too theoretical. Slated to open in Fall 1995, the Institute of Regional and Public Administration Science will attempt to fill the practicality gap. The Institute will offer two year paraprofessional degrees.

Although public administration degrees and “schools” are entering the Czech university system, the majority of active public administrators do not have public administration degrees. It is unclear whether “public administration students” will take their degrees to the public sector and equally unclear how they will perform once there. Moreover, the unknown nature of the degree and current administrators' unfamiliarity with it may make hiring graduates perplexing for municipalities. Administrators may feel more comfortable hiring persons with degrees they understand. Regardless of these circumstances, other university programs which train students who traditionally take jobs in the public sector are altering their curriculum to include the changes to the national economy and public administration. One such program is offered by the School of Architecture at Czech Technical University.

Professors of public administration programs are hesitant to suggest that even half of their students will seek positions in the public sector. Many feel one third or less will desire public employment. Since public administration programs are often “economics” degrees, the best and brightest students anticipate their degrees will be tickets to the private business arena. In assisting any university public administration program, it is important to recognize that the majority of students will not be public administrators. However, they may work in the private sector on issues dealing with government and public institutions.

This section will describe the individual university public administration programs, as well as the Institute of Regional and Public Administration Science and the School of Architecture at Czech Technical University. The number of students served by each university is presented in Figure 2.

Figure 0

<u>University</u>	<u>Student Type</u>	<u>No. of 1994 Participants</u>
University of Economics	1st Year	140
	2nd Year	60
	1994 Graduates	20
University of Pardubice	1st Year	150
	1994 Graduates	88
	1993 Graduates	46
Czech Technical University	Architecture	160
	Public Concentration	20-30
Charles University	Public Policy	5

**.1University of
Economics,
Prague**

After the revolution, the University of Economics, Prague, was organizationally and educationally restructured. Part of the restructuring included creating the School of Economics and Public Administration (a Czech “Faculty”). Departments within the School include Economic Policy, Social Policy, and Public Administration and Regional Studies. The program grants both undergraduate and graduate degrees (although no students are currently in the Master's program). The Public Administration Faculty offers the following courses:

- Theory and History of Public Administration
- Constitutional and Administrative Law
- Public Administration
- Regional Economics
- Regional Geography
- Regional Policy
- Regional Sociology
- Regional Planning
- Economic Policy
- Social Policy
- Demographics
- Environmental Economics
- Social and Psychological Aspects of Public Administration
- Economic Theory

The focus of the program is not on purely economic subjects. Electives such as land planning and sociology are encouraged. This is partly a conscious choice to round out a student's education, as well as a result of the shortage of professors in economic disciplines. Many of these professors (especially in finance and accounting) are lured to the world of private business where professional opportunities and rewards are greater.

The first students were admitted to the program in 1992. Although the University created the program after recognizing a need for skilled public administrators, it has not attracted the hoped-for numbers of students. Matriculation is increasing but not at the rate originally projected. Professors are concerned that students do not view public administration as a "brilliant future," and the current focus on opportunities in the private sector is a disincentive for students to consider the public sector as a career option.

Of the five schools at the University, public administration is the least popular among students. The other programs (in order of popularity) are (1) International Relations; (2) Finance and Accounting; (3) Management; and (4) Information and Statistics, i.e. computers. Admission requirements to the department of national economics are the least difficult. However, the University's requirements and the high quality of students it attracts ensure that even the "lowest standards" in the school provide a capable student population.

Formal and informal evaluations of the program are made by students and faculty. Formal mechanisms include a written evaluation for each class at the end of the semester, while informal feedback is derived from conversations between students, faculty, and administrators. Faculty are responsive to student concerns but no major changes to the curriculum in Prague are planned.

Besides traditional educational efforts, the University is attempting to connect with cities and towns to offer assistance in concrete problems and give their students an opportunity to put their education into practice. Under this "Town Treaty" program, localities formally request assistance from the University with their management dilemmas. Issues students and faculty have worked on in previous efforts include space plans, project development, contractor selection, infrastructure planning, tourism development, and communication between town halls and citizens. Currently, the faculty is working with four towns and four districts.

These contacts increase the reputation of the University as a valuable resource to municipalities. Faculty also serve as private consultants to towns and cities on development issues. The reputation of the department grows as more courses are offered to current public administrators who then link the University to "expertise" in

municipal issues. Moreover, the University's location in Prague makes it readily accessible to state policy decisionmakers as well.

The University would like to be more responsive to educating public administrators. Currently, faculty are collaborating with a management school to prepare a short program with courses in Public Administration, Finance, Management, Environment, and Social Policy. The program is targeted for persons currently working in the public and private sectors. The program would meet one week per month for approximately 36 hours per week. After five one week meetings, participants would receive a certificate of completion. The developmental program is being funded by the Flemish government, but the goal is to expand the program and encourage employers to cover tuition costs.

The University would like to offer programs for public administrators at all points of their careers through traditional degree programs and short-term courses. To accomplish this task, the department is developing a correspondence course for persons over 26 years of age and who are working in a related field. The course would include four weeks of class time per year with home study and materials from the University. Standard exams would ensure proficiency. The courses are intended to be intensive and practical.

.2University of Pardubice

Located 100 kilometers from Prague, Pardubice is an independent regional university. Established in 1950 as the University of Chemical Technology, the university developed strong, recognized programs in the physical sciences. After adding the Schools of Economics and Administration, Clinical Biology, and Transport, the University changed its name to the "University of Pardubice." Currently, the University has three schools and one institute—the School of Chemical Technology, the Jan Perner School of Transport, the School of Economics and Administration, and the Institute of Foreign Languages.

The School of Economics and Administration at the University of Pardubice offers a three year program (undergraduate) in Public Administration. The program started in 1991, with accreditation from the Ministry of Education and Sports granted in 1993. Currently, the University is petitioning the Ministry to approve a five year (graduate) degree program. Before the graduate program is created, students completing the three year program who desire the "Ing" designation (five year degree) must apply to graduate school at another institution. The University of Economics in Prague reported receiving 40 such requests and found only two students acceptable, citing the "low calibre" of both students and Pardubice's program as the reasons for such low acceptance of the regional university's students.

The School of Economics and Administration has five concentrations including: (1) Public Administration; (2) Economics and Management; (3) Information Systems; (4) Mathematics; and (5) Physical Training. Courses required of all students and subject area electives are listed below.

First year students:

- Microeconomics
- Macroeconomics
- Psychology
- Computers
- Foreign Language (German, English, French)
- Physical Education
- Basic Law
- Math
- Sociology
- Public Administration
- Basic Programming

Optional courses include:

- Specialized Computers
- Math Review
- Economics
- Geography
- Legal Theory

Second year requirements:

- Management
- Financial Law
- Personnel Management
- Spreadsheets
- Economic Politics
- Statistics
- Language
- Labor Law
- Management of Cities and Towns
- Public Finance
- Database Systems

Optional courses include:

- Math
- Case Studies
- Small Businesses
- Regional Economics
- Social Work
- Economic Theory
- Land Markets

Third year requirements:

Accounting
Administrative Law
Municipal Management
Computer Networks
Basic Marketing
Financial Management
Commercial Law
Information Systems in Public
Administration
Thesis*

Optional courses include:

Environment
Philosophy
Computer Practicum
Language
Tax Systems

The program enrolled 150 students in 1994 after receiving 1,600 applications. The first graduating class, with 46 students, received their degrees in 1993. Eighty-eight students are expected to graduate in 1994 and 100 in 1995.

The high number of applications received by Pardubice conflicts with the low turn-out observed by the University of Economics, Prague. This might be partially explained by the comparatively lower cost of Pardubice as a regional university (and commuter school). Moreover, Prague with its focus on economics offers all students “economics” degrees with public administration as a concentration. The degree from Pardubice's School of Economics and Administration is the only degree in *economics* that the University offers. With the growth of the private business sector, economics is seen as a lucrative and desirable degree.

Pardubice does offer a part-time degree program for persons currently practicing public administration. A series of three seminars of five days each are spread over a semester. After seven semesters (with an additional semester for the thesis) participants are eligible for the undergraduate degree. The program is designed to educate persons in the public sector including mayors and deputy mayors with no previous formal training. Although a new program, current participants include customs officials and regional administrators. In the future, the department would like to introduce two day seminars for local government officials in areas such as municipal finance and administrative law.

Although Pardubice has received private and public international assistance, they are eager to work with additional international partners. Individual professors have worked with the Urban Institute as presenters in prior municipal seminars.

The thesis project includes an internship with a municipality or ministry. Students do not have to remain in Pardubice during the internship.

.3Charles University

The Institute of Sociological Studies (ISS) at Charles University offers a Master's degree in public and social policy. ISS is part of the University's School of Social Sciences. Although Charles is one of the oldest universities in Europe, the School of Social Sciences was created in 1990 to “help raise the standard of social science education and sociological research to the level of developed countries.” Started in 1993, the Institute of Sociological Studies resulted from a merger of the Department of Sociological and Social Policy with the Institute of Social Political Science. The Institute was created to educate and conduct research in sociology, social policy, and public policy.

The Charles degree gives students a grounding in economics, sociology, politics, management, and law. Students may choose a specialty such as health policy, social security, legislation, or housing. Although elements of public administration are evident in this program, it is focused on public policy. Students are prepared for high level jobs in political and administrative institutions, most commonly in Prague.

Faculty and staff at the Institute are actively involved in research on public policy issues in the Czech Republic. A current project, “Analysis of Public Policy Formation and Implementation in the Czech Republic,” offers students the opportunity to experience legislation and policy creation at all levels. The program currently graduates five students. It is expected these students will take jobs with government ministries in Prague.

Although well respected internationally, Charles University does not operate a public administration program. Their public policy focus prepares a very small number of students to fill high level policy positions in Prague. Collaboration opportunities to influence training of municipal public administrators would not be best served by working with Charles. However, given Charles's reputation and their graduates' status, targeted assistance to future influential policymakers might be appropriate.

.4Technical University in Ostrava and Masaryk University in Brno

The Technical University of Ostrava established undergraduate and graduate public administration programs in 1990. Although the University has traditionally provided technical based training in mining and other fields, it now boasts faculty in economics, planning, and law. Public economics and planning are divided into subdepartments with public economics focusing on finance, management, and accounting. To supplement their permanent faculty, Ostrava uses guest lecturers currently working in public occupations. They hope these persons can give their students practical application to their text materials. Limited information on Ostrava was collected.

Masaryk University in Brno also offers an undergraduate and graduate program in public administration. Data collection for this report did not include discussions with persons at the University in Brno. However, it was mentioned by others in the field as a purveyor of public administration degrees. It was also noted that Brno has a longer history of involvement with public administration issues than other Czech programs. Public Administration type issues were discussed in Brno even while communism still ruled ideology and education. In 1969, Professor Masa with the Faculty of Law created the field of Administrative Science. He lectured on administration but it was not offered as a degree. Although the ideology has changed, some of the ideas of administrative functions and fiscal law or procedures began as a field of study at Brno with Professor Masa. No current information on Brno was collected.

.5Institute of Regional and Public Administration Science

The Institute of Regional and Public Administration Science (IRPAS) was started in spring 1993 in affiliation with the University of Economics in Prague. It is not officially connected with the University but shares many of the same faculty resources. The Institute is supported by the Ministry of Education through a grant to build a separate faculty for Regional and Public Administration Science. However, the Institute currently plans to build a “new school” with assistance from the Architecture and Building Foundation (a private Czech organization).

This plan to build a new school is both physical and ideological. Planning to open in fall 1995, the school anticipates being a two to three year degree granting institution competing with traditional universities. This “New Higher School” will be specialized in public administration fields and offer a paraprofessional degree much like junior colleges and vocational schools in the United States. It is unclear what types of positions these persons would be eligible to fill but initially it is assumed they would be clerks or technicians. Such individuals may not be the decisionmakers in localities for some time, if ever.

Administrators of the school feel that many positions needed by municipalities do not require a five year degree and can be successfully filled by persons with intensive practical training. The vision of the Institute is to serve both academia and municipalities. The focus of the Institute is on practical applications of theoretical and methodological principles of public administration.

School directors hope to include classic elements from an education in economics with the fundamentals in project management. Students will overlap technical studies with economic theory. Administrators see both traditional students and current public employees benefitting from the school's programs.

The leadership of the Institute is very interested in market surveys and student response. They plan detailed surveys and program evaluations of Institute activities. Marketing the school and its programs will be a major factor in successful recruitment. However, the Institute has not begun evaluation efforts and results are not available.

Blending economics with the practicality of project management, the Institute of Regional and Public Administration Science will highlight project development, planning, and implementation. Although plans for the school are underway, the structure and curriculum are not finalized. The introductory nature of the program makes assistance questionable because of the program's instability. However, the newness offers the possibility of a substantial impact since the program is still in development stages.

.6Other University Training—Czech Technical University in Prague

All Czech public administration programs are new. Most are incorporated into economics programs or somehow related to "National Economics."⁷ The recent development of these programs implies that current public administrators have other educational backgrounds besides public administration. It is unclear how these current public administrators view the efficacy of public administration programs in training desirable job candidates. It is clear that other educational disciplines, including those traditionally represented in Czech public administration, are altering their programs to include courses in public administration.

One such program is the Faculty of Architecture at the Czech Technical University (CTU) in Prague. Students in the architecture program at CTU must select one of three

An exception is the program at Charles University which includes economic elements but is more closely tied to the Sociology Department.

study concentrations. One of these concentrations is architecture and planning for the public sector. Students in this concentration are exposed to courses in Housing and Housing Policy, Regional Planning, Urban Renewal, and Social Ecology. They are also encouraged to cross register for more specific public administration courses at Prague University of Economics and Charles University. Approximately 20 to 30 students of the department's 160 select this concentration. Most of these students will go to the public sector as planners, often attaining positions with considerable municipal power.

Not only is CTU educating traditional students in public administration principles, they have also developed continuing education courses for architects currently employed by the public sector. One current “retraining project” offered by CTU in conjunction with the School of Planning and Housing at Heriot-Watt University in Edinburgh, Scotland, is “Urban Development in a Market Economy.” This course is offered part-time over six months to a group of 20 students. The content concentrates on four main themes. These are:

- (1) Development in a Market Economy
 - key players
 - characteristics of property markets
 - role of public agencies in transition to market economy
 - public/private partnerships
 - role of public sector in land assembly, preparation, and disposal
- (2) Meeting Housing Needs in a Market Economy
 - Nature of Housing Markets
 - Public Housing and the role of public and voluntary agencies
 - Financing Housing
 - Urban Renewal
 - Managing Housing
- (3) Urban Regeneration
 - Identification of Resources and Problems
 - Agencies and Strategies
 - Financing Renewal
 - Public Involvement
 - Sustainable Regeneration
- (4) Czech Problems, Solutions, and Opportunities
 - Sharing Experiences
 - Presentation of Student Reports (on a topic relevant to their municipality).

Although not a public administration program, programs such as the School of Architecture at the Czech Technical University in Prague can not be ignored. The contribution they make to the training of public administrators, both present and future, is extensive. These courses of study are the traditional norm for public officials rather than the newer public administration degree.

Successful collaboration with CTU could be accomplished by lectures or courses offered through the University of Economics but promoted to CTU faculty and students. Also, contact with interested CTU professors during the development phase of assistance to other universities could help tailor assistance that is responsive to students outside public administration circles (architects, engineers, lawyers).

4RECOGNIZED NEEDS

Estimates of the number of persons involved in public administration over the next 20 years hover around 60,000. Of those persons, 18,000 are recommended to be trained graduates of public administration programs. Although these figures were produced for university planners, they suggest the scope of public administration training needs in the Czech Republic.

Both universities and public training centers have conducted market surveys to identify customers and needs in public administration. These organizations have also surveyed participants in their programs to better focus and design their offerings and plan for the future. Client follow-up has produced specific requests for additional training and identified directions for advancement. Although needs identified differ slightly by organization type, some overlap is evident. Areas recognized as needs by both students and instructors are discussed below.

.1Types of Courses

The Institute for Local Administration at Benesov conducted a survey of 72 city halls and 25 town halls to evaluate their courses and request feedback from public officials on what is still needed. Current administrators cited a need to learn more about *municipal functions*. Municipal functions covers a vast area but focuses primarily on training leaders in “what they need to know to govern successfully” from law to public utilities to land management. The novelty of the public sector to many administrators, especially mayors and their deputies, creates a tension between being an elected official and knowing what to do. Not surprisingly, the other area in which local leaders expressed a desire for additional training was *cultivation of the executive*. This area encompasses training in personnel management, as well as communication and negotiating skills.

The evolving nature of the Czech Republic breeds a continuous stream of new courses for the training centers as new legislation requires additional training and implementation. This constant flux absorbs much of the time and energy of administrators for course development.

In the generalist vein of university programs, course needs are typically focused on general areas rather than specialized issues. Pardubice noted a need for courses in municipal finance. This concern was echoed by faculty at the University of Economics at Prague. Areas such as finance, accounting, and economics have suffered as professors leave academia for the private sector. However, the universities see these disciplines as vital to successfully preparing public administrators.

.2Instructors

Developing private markets lure public administration students and finance professors to seek more lucrative careers in the private sector. The exodus of economics oriented teachers from universities is especially prevalent at the University of Economics in Prague, where professors can shift employment but remain in the city. Experienced instructors in finance, accounting, and economics are needed to fill crucial departmental gaps.

Administrators at the Institute of Regional and Public Administration Science expressed a desire for long-term foreign lecturers to both fill information gaps and attract students. These lecturers would bring an international dimension to programs which is of interest to traditional students. As long-term placements, they would form relationships with students, offering advice and fostering development.

Conversely, administrators at Benesov see less of a demand for international instructors. They feel the Czech experience is different from the experience of many foreign teachers, and foreign instructors may have a weak knowledge of the Czech situation. Moreover, current public administrators in the Czech Republic have already benefitted from a variety of foreign instructors through the training centers and other professional venues. Additionally, Czech citizens are traveling more and gaining exposure to foreign practices. As momentum builds in the Republic and public administrators are a part of important developments, foreign instructors lose their appeal as Czechs become more internally focused.

.3Handbooks and Teaching Materials

Both the Universities at Pardubice and Prague and the training centers (Benesov and Foundation for Assistance to Local Administration) noted a need for better handbooks, textbooks, and teaching materials. Eighty percent of the trainers at Benesov are not professional teachers. Although knowledgeable, these individuals do not have the background (nor often the time) to prepare handbooks. Benesov directors feel this is particularly detrimental because more could be gained in these short courses if participants were asked to prepare meaningful homework assignments.

Both the universities and training centers desire more materials specifically dealing with the Czech experience, especially in the form of case studies. Both types of organizations requested case studies as potent teaching tools for current and future administrators. Training centers noted their value as examples in lecture classes and as homework assignments. Such assignments encourage administrators to tackle difficult issues in a controlled environment. Universities were particularly interested in Czech case studies to supplement foreign textbooks and bring life to classroom subjects.

.4Technology

The Institute of Regional and Public Administration Science and the University of Pardubice expressed needs for more modern technology, especially computers and software. The provision of equipment was not only to teach students computer competency but to use appropriate software to teach principles of public administration.* Pardubice devotes a substantial number of course requirements to computer classes including courses in programming, spreadsheets, networks, and database management. However, they would also like to use computers to enliven the learning environment and teach public administration concepts.

5THE FUTURE OF CZECH PUBLIC ADMINISTRATION

Those institutions and individuals currently involved in training public administrators in the Czech Republic are thinking creatively about the future of Czech Public Administration. Most see a need for public administrators to be perceived as skilled professionals working for all of the public. Whether a more favorable public opinion will materialize depends both on the legislative climate and on the performance of the public sector.

For example, programs such as the popular U.S. computer game "SimCity" which simulates city planning.

Administrators of the Institute of Regional and Public Administration Science envision several directions for the future of Czech Public Administration. They want to encourage small “consulting firms” charged with assisting municipalities too small to secure permanent staff to effectively handle specialized functions. These firms would be private entities but trained in public functions. Not only would these firms assist municipalities that are too small to retain staff, they would also give existing staff the opportunity to work with experienced persons on special projects.

Ideas for the future include expanding the student base of both training centers and universities. Benesov wants to develop an accredited bachelor's degree program. This shifts their program from a purely technical focus to a more holistic approach to educating public administrators. Within this framework, Benesov administrators hope to devote more time and materials to teach public administrators how to behave toward citizens.

Benesov also hopes to develop a “brain trust” (think tank) and secure full-time, highly skilled employees to serve as the knowledge base for the center's activities. These persons would have responsibility for preparing programs, methodology, and training materials.

While the training centers expressed a desire to grant degrees as universities do, universities want to expand their student base from traditional students to current public administrators. Activities at the University of Economics in Prague and the University of Pardubice are discussed in previous sections. Besides encouraging current public administrators to come back to school through part-time programs, both universities are developing short-term courses in specialized areas (finance, administrative law).

Opportunities for coordination between the training institutes and universities abound in concept if not in practice. Each type of organization has activities and strengths which complement the other. Their joint role in the future of Czech public administration encourages interaction. Efforts to link teachers, administrators, and students of these different organization types would be beneficial for current and future public administrators.

6RECOMMENDATIONS

A variety of institutions and options for assistance are presented in this report. This information is intended to better direct potential assistance to Czech education and training organizations in preparing current and future public administrators. This section discusses how assistance in this area might be operationalized and concludes with recommendations for next steps.

.1Operationalizing Assistance—The “Case Study” Question

Although general observations about any organization described in the report can be made, offering assistance to a specific group is constrained by institutional requirements and procedures. To assess a group's willingness to collaborate in future assistance efforts and to understand the modes such assistance might take, each group was asked if they would be interested in using curriculum materials such as “case studies” prepared by the Urban Institute on municipal decisionmaking in Czech towns. All organizations expressed interest in “receiving” such materials. No group would respond with specific “next steps” to incorporating such materials without a more specific proposal (main theories explored, time frame, availability of consultants be present to discuss/teach such materials, required use of materials, etc).

With the variety of governments, foundations, and companies offering assistance in the Czech Republic, officials of Czech institutions have become very savvy about “receiving aid.” Interestingly, when approached with the possible availability of case studies, organizations responded by demonstrating how they were well suited to benefit from such materials. From the initial question, they seemed to be poised to compete for assistance.

There were several interesting responses to the proposition of case studies. The Institute for Local Administration, which provides most of its courses in a traditional lecture format, noted that they wanted to use more participatory materials and that case studies might be a way to better meet that goal. The Foundation for Assistance to Local Administration mentioned their pilot program to municipal officials and how such materials would be very helpful. The leadership of the Institute of Regional and Public Administration Science referred to their dedication to practical training and innovative approaches. Case studies, with the opportunities for decisionmaking by students, are the type of materials they want to use.

To identify institutional constraints (if any) to assisting an organization, a concrete proposal will have to be made. Representatives of all organizations mentioned in this

report expressed interest in partnering with Urban Institute training efforts. Recognizing the hypothetical nature of assistance without knowledge of constraints, the following recommendations are offered for possible next steps.

.2Consultant Round Tables

The dearth of qualified instructors was cited as a problem by university programs. Universities also volunteered a desire to expose their students to persons with international experience, especially foreign consultants. Such individuals “make public administration exciting” (said one instructor) and are attractive to students. Beyond the desirability of such interaction, the university environment is more conducive to informal round table or brown bag lectures than professional institutions or government ministries.

Universities could also be the organizer of consultant “lectures” attracting both government officials and current students. Interactions among students, faculty, and practitioners are beneficial to all involved as they link the groups and may prompt future coordination. Although sporadic and short-term in nature, exposing university professors to theories and practices may encourage them to incorporate elements into current courses.

Conveniently located, the University of Economics in Prague would provide a good institutional base for round table activities. Most consultants are in Prague during some portion of their stay in the Czech Republic. Moreover, the University is well respected and connected to students, municipalities, current public administrators, and the state government. It could offer both credibility and contacts. The University setting lends an implicit educational aura to the proceedings.

Even informal seminars need formal planning. In order to successfully plan and execute such meetings, the University would need to be committed to the project. Signs of commitment might include designating a staff person to organize and promote the lectures (targeting municipal and state officials plus graduate students) and provision of University facilities such as a meeting room.

.3Courses from Seminar Materials

Benesov found in their survey of city and town halls that public officials wanted courses in *municipal functions*. As defined by this survey, municipal functions centers on “what officials need to know to govern successfully.” The novelty of the public sector to many administrators, especially mayors and their deputies, creates a tension between being an elected official and knowing what to do. Urban Institute seminars try to offer guidance on how to figure out what to do and how to do it.

If assistance is desired to aid municipal leaders, the Foundation for Assistance to Local Administration would be a sound choice. They have established ties to *samosprava* officials and focus the majority of their resources on these concerns. As a past organizer of Urban Institute seminars, they are familiar with seminar format and content. They are in the business of training provision and could package Urban Institute seminar materials in an ongoing format.

To implement this project the Urban Institute could provide the seminar materials (slides, handouts, lecture notes) and train Czech instructors in the concepts of the seminar. The Foundation would need to designate instructors for the course and support their participation. For collaboration to begin, a guarantee should be made by the Foundation of offering the course at least once with student evaluations. Ideally the course would be offered multiple times. However, as a private business, the Foundation can only offer courses people are willing to pay for. Evaluations are critical in determining if course material and the mode of presentation are beneficial to students.

Another option for using seminar materials as an ongoing course is to partner with one of the universities serving current public administrators, as well as traditional students. University of Economics, University of Pardubice, and Czech Technical University all provide courses for current public officials. The location of the University of Economics in Prague may mean that their program caters to state officials more than to local practitioners. The University of Pardubice attracts a regional student base and is accessible to a variety of cities and towns. Czech Technical University focuses specifically on architects.

In working with any of the universities, the Urban Institute would have the opportunity to operate more closely with university professors. These individuals often form private consulting firms and represent a potentially important group to influence. As these persons may offer continuing guidance to several municipalities, impacting them multiplies the effectiveness of Urban Institute programs.

.4Case Studies

Both universities and training institutes expressed a need for handbooks and teaching materials for current courses. Both organization types desire materials specifically dealing with the Czech municipal experience, especially in the form of case studies. The experiences of Czech cities involved in intensive technical assistance with the Urban Institute could be used to create case studies.

Case studies can be potent teaching tools for current and future administrators. Training centers noted their value as examples in lecture classes and as homework

assignments to encourage administrators to tackle difficult issues in a controlled environment. Universities were particularly interested in Czech case studies to supplement foreign textbooks and bring life to class room subjects.

To infuse training and education with the principles embodied in the case studies, the case studies would have to be used in the classroom. To ensure such use, the Urban Institute could collaborate with specific institutions to incorporate the materials into their programs. Such arrangements should be made prior to developing the case studies to guard against wasted effort.

Although both types of institutions (training centers and universities) could use case studies, they may necessitate different types of collaborative agreements. Training institutes are course directed and often find professors to teach courses they want to provide. In such an environment, an appropriate sign of commitment to this endeavor would be to identify which course the case study would be used in. Such use would not be a plan but a requirement.

At universities, professors often drive course content. Collaboration with public administration departments might include partnering with a specific professor to use the materials in a designated course. This professor could also be tapped to assist in preparation of the case study.

As previously mentioned all organizations surveyed were interested in using Urban Institute case studies. All could be approached with the possibility and requirements of such collaboration and asked to prepare a plan of implementation. These could be evaluated to determine which organizations were most likely to use and benefit from the case studies. However, prepared materials could be offered to multiple institutions.

.5Next Steps

The next step for training assistance is to decide which (if any) of the options presented in this report (consultant round tables, seminar courses, case studies) are candidates for implementation. Next, each assistance type selected for possible implementation must be detailed with decisions about scope, audience, focus, timeframe, and resources. Only when it is decided what is going to be offered can organizations be approached to participate. A proposal outlining the objectives and requirements of the selected option should be created before contacting potential partners.

Once a proposal is created, more explicit discussions with potential collaborators will be required. To aid these discussions, a contact list for the organizations in this report is provided in Appendix C.

Appendix A

Course Listing

Institute for Local Administration

**Program of Educational Activities of the
Institute for Local Administration
Second Semester 1994**

I. TRAINING AND SEMINARS FOR NEW EMPLOYEES

1. Training for New Employees in State Administration

Duration: 1 week

Focus: As this training is designed for new employees in state administration, the following topics are emphasized:

- the organization of state administration and territory self-governments in the Czech Republic;
- the Law on District Offices, which amends their responsibilities and some related regulations;
- the Act on Municipalities;
- the Law on Administrative Procedures (administrative rules);
- the Law on Offenses (criminal proceedings);
- the basics of reasonable psychological approaches to interpersonal behavior.

2. Administrative Procedures I

Duration: 2 days

Focus: Designed for employees of district and municipal offices who need to get acquainted with basic terms and background for the study of administrative order.

3. Administrative Procedures II

Duration: 2½ days

Focus: Assumes some basic knowledge of administrative procedures. Builds on this knowledge by applying practical examples.

4. Personal Computers and Word Processing I

Duration: 2½ days

Focus: Designed for employees of district, municipal, and town offices, and/or organizations under the jurisdiction of such bodies. Class focuses on basic work with PCs (personal computers) and use of T602 word processing software.

5. Personal Computers and Windows

Duration: 2½ days

Focus: Designed for employees of district, municipal, and town offices, and/or organizations under the jurisdiction of such bodies. No skills in operating personal

computers are assumed. Class focuses on basic PC operation and MS DOS, and on principles of the Windows operating system software.

6. Personal Computers and Basics of Information Systems

Duration: 1 week

Focus: Designed for employees of district, municipal, and town offices, and/or organizations under the jurisdiction of such bodies. No skills in operating personal computers are assumed; related topics will be discussed to a limited extent. The class focuses on:

- basic PC operation and MS DOS;
- Norton Commander and/or M602 utility software;
- word processing principles and basics;
- other types of software/applications.

7. Employee Training for Legal and Controller Departments of District Offices

Duration: 1 week

II. SEMINARS AND EXAMINATIONS FOR CERTIFICATION OF SPECIAL EXPERT SKILLS

In accordance with Decree No. 260/1991 of the Ministry of Interior of the Czech Republic, amended by Decree No. 535/1992 of the Ministry of Interior of the Czech Republic.

A. For employees of district offices and municipalities serving in the area of transferred responsibility and implementing the performance of state administration in the following sections:

1. Offense Proceedings in affairs of civil order, in matters of civil livelihood, and in property issues

Duration: 3 weeks

2. Public Registers and Citizenship

Duration: 3 weeks (for employees who have been performing register duties for less than three years)

2 weeks (for employees who have been performing register duties for at least three years)

3. Financial Management

Duration: 2 weeks

4. Local Fee and Tax Issues

Duration: 2 weeks

5. Road Network Management

Duration: 2 weeks

6.Roads and Town Transportation

Duration: 2 weeks

7.Health Care

Duration: 2 weeks

8.Agriculture

Duration: 2 weeks

9.Hunting Management

Duration: 2 weeks

10.Culture

Duration: 3 weeks

11.Social Care

Duration: 3 weeks

12.Master Planning (Territorial Development)

Duration: 3 weeks

13.Territorial Proceedings and Construction

Duration: 3 weeks

14.Water and Legal Management (Administration) and Water Management Supervision

Duration: 3 weeks

15.Forestry Management

Duration: 3 weeks

16.Nature and Landscape Preservation

Duration: 2 weeks

17.Agricultural Soil Fund Preservation

Duration: 2 weeks

18.Preservation of the Atmosphere (Pollution Control)

Duration: 3 weeks

19.Waste Management

Duration: 3 weeks

20.Assessment of Environmental Impacts

Duration: 3 weeks

21.Fulfillment of the Tradesman Offices Role

Duration: 3 weeks

22.Fulfillment of the Land Offices Role

Duration: 2 weeks (restitutions and land arrangements)

5 weeks (land arrangements focusing on soil rating and pedology)

23.Defense Security and Emergency Procedures

Duration: 2 weeks

Employees who are carrying out the following state administration tasks may complete the preparation for general prerequisites of special expert qualification at the teaching and counseling centers of the Foundation for Assistance to Local Administration:

- offense proceedings in affairs of civil order, in matters of civil livelihood, and in property issues;
- social care;
- territorial proceedings and construction;
- water and legal management (administration) and water management supervision;
- preservation of the atmosphere (pollution control);
- waste management;
- fulfillment of the tradesman offices role.

The Foundation for Assistance to Local Administration offers four eight-hour blocks of training in four consecutive weeks. The price for this training is CZK 940, not including boarding expenses.

Preparation for special expert qualification may also be undertaken at the training and teaching center of the Institute for Local Administration in Benesov. The duration of this preparation is two one week sessions with the passing of a final exam at the conclusion of the second week.

B.Examinations for validation of expert prerequisites of municipal police members in compliance with Decree No. 129/1992 Col. of the Ministry of Interior of the Czech Republic.

IV.SPECIALIZED TRAINING AND SEMINARS FOR STAFF MEMBERS WHO HAVE ALREADY RECEIVED THE CERTIFICATION OF SPECIAL EXPERT QUALIFICATION

(other staff members can be included as space permits)

1.Amendment of the Law on Offenses (Delinquency Law)

Duration: 2½ weeks

2.New Legislation and Amendments on Water Management

Duration: 2½ weeks (panel discussion)

3.Landfill Gas and Solid Waste Treatment for Landfills (optimizing technology)

Duration: 2½ weeks

4.Assessment of Environmental Risks

Duration: 2½ weeks

Focus:

- introduction into environmental risk assessment;
- determination of the most serious environmental risks:
 - physical pollution (radiation, radon risk)
 - noise pollution
 - two methods of risk assessment (based on foreign experience);
- chemical agents management;
- Ministry of Environment legislation on the subject;
- final discussion of lecture topics.

IV.UPGRADING AND UPDATING TRAINING AND SEMINARS

1.Training for Personnel Managers

Duration: 1 week

Focus:

- local administration and self-government and its legislation;
- labor and legal issues;
- remuneration of staff;
- Act on State Service;
- psychology of negotiation with others.

2.Information Seminar on Municipal Elections

Duration: 2½ days

3.Seminar on Housing Stocks and the Municipality

Duration: 1 week

Focus:

- state policy in the area of housing management;
- selected provisions of the Civil Code;
- ownership of housing units and commercial space;
- rent calculation;
- social allowance on rent;
- management of housing units and commercial space;
- provision of heat and hot water.

4.Seminar for Staff of Social Care Departments

Duration: 2½ days

Focus:

- current issues of social care;
- transformation of social security.

5.Seminar on State Expert Supervision of Road Transport

Duration: 2½ days

6.Local Budgets

Duration: 2½ days

Focus:

- current financial problems (situation of the implementation of the state, district, and municipal budgets during the current year);
- preparation of the 1995 budget;
- information on prepared legislation changes covering district and municipal financial management (new Law on Budgetary Rules, new Decree on Financial Management of Budgetary and Subscription Organizations);
- explanations of legal provisions regulating municipal ownership (or an explanation of the Law on State Property Management, if it passes through Parliament).

7.Public Register Staff Training

Duration: 1½ days

8.Seminar for Information Systems Workers of the District and Municipal Offices

Duration: meets 4 times for 2½ days

Focus: Selected topics. The agendas for specific workshops, and the reading to prepare for them, are prepared according to proposals of the coordinating group of information systems experts and in compliance with any conclusions of previous seminars.

9.Seminar for District Office Staff Responsible for Youth, Physical Culture, and Sports

Duration: 2½ days

10.Personal Computers, Word Processing, and Application Software of the Information Archive System of the Czech Republic

Duration: 3 weeks

11.Personal Computers and Word Processing II

Duration: 2½ days

Focus: Designed for employees of district, municipal, and town offices, and/or organizations under the jurisdiction of such bodies. Class focuses on continued development of basic skills in using the T602 word processing software previously introduced.

12.Personal Computers and Spreadsheets

Duration: 2½ days

Focus: Designed for employees of district, municipal, and town offices, and/or organizations under the jurisdiction of such bodies. Basic PC operating skills are required.

13.Training for Staff Members of Legal and Controllers Departments

Duration: 2½ days

Focus: Designed for employees of above mentioned departments with longer time in service.

V.TRAINING AND SEMINARS FOR MANAGERS (CHIEF EXECUTIVES)

1.Training for Department Managers of District Offices

Duration: meets 5 times for 2½ days

Focus:

- central institutional system and public administration;
- responsibility of district offices;

- decision process in public administration;
- office management;
- financial management;
- supervisory (control) activity;
- information systems development;
- labor and legal relationships and remuneration;
- transformation of social security;
- psychological and sociological aspects of management and personnel leadership.

2.Training for Chief Officers of District Offices

Duration: 1 week

Focus:

- methods of effective personnel management to increase efficiency and performance;
- role and position of the modern manager;
- time management and the effective manager's activities;
- protocol of managerial work;
- role of managers within the field of business activities of towns and municipalities and issues of regional development.

3.Seminar for Managers of District Land Offices

Duration: 2½ days

Focus:

- restitution issues;
- land modifications - legislative and technical concerns;
- land offices (cadastral) activities;
- Lands Fund activities;
- development of responsibility and activities of land offices.

4.Introductory Seminar for New Town and Municipal Mayors and Their Deputies

Duration: 1 week

Focus:

- central institutional system and public administration;
- systems of local administration and self-government in the Czech Republic and the prevailing legislation;
- tasks of general internal administration and matters of public order;
- financial management of municipalities - budget preparation;
- administrative regulations and offense proceedings;
- schools and the municipality;

- tasks of municipalities in the field of social care;
- binding provision of general public services.

5.Training for Secretaries of Town and Municipal Offices

Duration: 4 weeks

Focus:

- legal minimum;
- state administration and self-government;
- municipal management;
- taxes in municipal budgets;
- labor and legal relationships and remuneration;
- personnel leadership and work psychology.

6.Training for Secretaries of Town and Municipal Offices

Duration: meets 4 times for 2½ days

Focus:

- continuous deepening and practice of knowledge gained;
- current information.

7.Management of Towns and Municipalities

Duration: meets 4 times for 2½ days

Focus: Designed for chief executives and managers of district, town, and municipal offices. Topics covered:

- history of the management of towns and municipalities in the Czech Republic and Europe and in the United States;
- current issues of the town and municipal economic management (sharing of international experiences and possibilities of their application to Czech and Moravian towns and municipalities;
- role of towns and municipalities in preservation and protection of the environment.
- time management, communication skills, and ethics of intellectual work of chief representatives of towns and municipalities and managers of municipal and district offices.

VI.INTENSE LANGUAGE PREPARATION

This training is designed for employees of district, municipal, and town offices, and/or organizations under their jurisdiction.

English

Lessons for moderately skilled pupils.

German

Lessons for moderately skilled pupils.

Lessons for advanced pupils, including conversation training.

VII.INTERNATIONAL SEMINARS

1.Seminar on the Current System for Educating Administration Experts and Employees of the Zurich Canton (Switzerland)

Duration: 2 days (October 3-4, 1994)

Focus:

- contemporary teaching process of managerial and administration experts and employees of the Zurich canton;
- continuing education concept of the Zurich Public Typists and Administration Experts Union.

2.Seminar on Environmental Activities of French Municipalities

Duration: 3 days (December 5-7, 1994)

Focus:

- French municipalities and municipal business activities;
- municipalities and the private sector;
- role of municipalities in regional economic development.

Appendix B

Course Listing

Foundation for Assistance to Local Administration

Appendix C

Organization Contact List

CONTACT LIST

Institute for Local Administration

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